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ABSTRACT

The evaluation of this project provides further evidence that the more traditional modes of in-service training need to be replaced with programs that provide help for teachers in their own individual classrooms. Advisors who assume roles of working in school settings over extended periods of time need to have certain qualities that will make them more effective in carrying out their task. In addition to having expertise in the form of broad backgrounds, varied experiences, and skill in demonstrating activities with children, advisors need to be honest, open, gentle, constructive, nondefensive, resourceful, and committed to their work. The advisors in this project seemed to be successful because they exhibited these qualities to teachers and because they convinced the teachers with whom they worked that they cared. (Author/JB)

ED 083190

A PILOT STUDY OF THE ADVISORY APPROACH TO INSERVICE TRAINING

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Final Report
September, 1973.

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SP 006 983

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TABLE OF CONTENTS

	Page
Introduction	1
General Description of the Project	2
The Advisory Approach: Activities of Advisors	2
The Problems of Advisors	3
Problems with the Procedures of Advising	7
Advisors' Problems with Themsleves	9
Reactions of Teachers	11
Conclusions	14
References	17
Appendices	18

Introduction

This report presents the highlights of a year's experience with the advisory approach to the inservice education of elementary school teachers. The term "advisory" is frequently associated with informal or open education (Armington, 1972; Amarel et al., 1973). However, in this pilot project, the use of the term is not limited to open education. Rather it refers to a set of inservice training strategies characterized by:

a) providing inservice assistance to teachers only when such assistance has been requested by them

b) providing assistance in terms of the requestors' own goals, objectives and needs

c) providing such assistance in situ rather than in courses, institutes or seminars

d) providing assistance in such a way as to increase the likelihood that teachers become more self-helpful and independent rather than helpless and dependent.

The latter characteristic--to increase teachers' self-helpfulness--is related to the assumption that helplessness can be learned, and that the provision of help carries with it the risk of teaching its recipients to inhibit self-helpfulness.

A major objective of this pilot study was to be able to answer questions about what it is like to be an advisor, what problems arise in the course of using this approach, and how an advisory system should be designed. In the interests of answering these questions, the advisors kept extensive field notes of their experiences. This report is based largely on the advisors' field notes. Further, specifications of the advisory approach as we formulated it are given in Appendices A and B.

General Description of the Project

1. The Schools Served

Seven schools in both rural and metropolitan communities in central Illinois participated in the project. In two of the schools--one rural, one metropolitan--only one teacher participated. In the remaining five schools, more than two and as many as five teachers were advised.

2. Recruitment of Teachers

Through the Area Service Center of the region, announcements of the availability of advisory services were distributed. Interested teachers were invited to request the service through the Center. Because the Area Service Center of this particular region has been actively involved in presenting workshops and conferences on open education, many of the requesting teachers were interested in obtaining assistance related to open education.

3. In all schools in which teachers participated in the advisory project, the official consent and cooperation of the Principal was obtained.

4. The Advisors

Both Advisors were experienced elementary school teachers, who also had extensive experience in training teachers. Both Advisors had a long standing interest in the advisory approach to working with teachers in schools, and were involved in developing plans for the project.

The Advisory Approach: Activities of Advisors

1. At the beginning of the school year the Advisors met individually with those teachers who had requested the Advisory service. During these initial meetings, Advisors explained their concepts of the advisory system, how they planned to make themselves available, and proposed a tentative

schedule of visits to the schools. In those schools in which two or more teachers were being advised teachers were invited to sign up in advance for appointments on a weekly basis.

2. What the Advisors actually did varied greatly. A brief summary of the types of activities of the Advisors is presented below.

a) Locating, identifying and preparing instructional materials to meet specific instructional needs.

b) Assisting teachers with formulating plans for more effective room arrangements, for learning centers and interest centers.

c) Discussing and thinking through problems of managing classroom behavior, how to develop class rules, how to help specific individual children.

d) Providing moral support and being generally supportive; sharing with teachers the set-backs and difficulties they experienced themselves as teachers.

e) Alerting teachers to available resources to help them with instruction.

f) Relating information about the good and successful practices of one teacher to another and vice versa.

g) Giving informative feedback from their observations of the classroom activity.

h) Demonstrating (or modeling) methods and techniques of teaching.

i) Helping teachers to think through alternative methods and approaches to teaching specific skills and content.

The Problems of Advisors

Throughout the academic year the Advisors kept field notes in which they noted the problems encountered. A brief summary of these problems is presented below.

1. Problems related to teachers

a) From time to time teachers shared with advisors sensitive information to be held in confidence. Although no crises developed around such matters, those preparing to perform advisory services should establish a policy to guide them under these conditions. The requirements and expectations of those to whom teachers and Advisors are responsible (e.g., principals) would provide sources of conflict for the Advisor in matters of confidentiality.

b) On a few occasions Advisors found themselves in situations in which they undermined the authority of the teacher in the eyes of her own pupils. This problem is particularly closely associated with demonstrating methods or techniques. The relative merits and risks of demonstrating or modeling should be considered in the light of the potential impact such procedures may have on pupils' perception of their teachers' authority and competence.

c) A major aspect of the advisory approach as we conceived it was to resist the temptation to give "answers," "solutions" or direct advice. Our rationale was that succumbing to that temptation might serve to increase teachers' tendency to see themselves as consumers of "answers" and "solutions" rather than as generators of them. Advisors found that their resistance to such temptation undermined their credibility in the eyes of the teachers. Advisors suspected that when they refrained from making a few clear suggestions teachers wondered whether they really "know their stuff." The need to establish credibility (of expertise) fairly early in the Advisor-teacher relationship overrode the earlier plan to abstain from explicit "answer"-giving. The optimum resolution of these

conflicting demands of the interpersonal situation is not clear.

d) Advisors experienced some frustrations from the lack of sites where teachers would be taken to observe the kinds of practices they wanted to learn about.

e) Advisors had some problems over the termination of relationships with teachers. In one case, a teacher had little apparent need for help, although she requested it. The Advisor's limited time in that school could have been more fruitfully used with another teacher. The Advisor sensed that withdrawal would have greatly disappointed this teacher. In another case an Advisor felt that a particular relationship with a teacher who needed much help was not developing along productive lines and that her time could have been used more fruitfully with other teachers. In such a case, termination of the relationship is also a delicate matter. Solutions to the problems presented by these two cases were not found.

f) Advisors noted unrelentingly in their accounts of their work that they perceived teachers to be lonely and/or suffering from a sense of isolation. Repeatedly Advisors commented that teachers seemed to simply enjoy or "indulge" in the companionship they provided to teachers. Advisors had no official authority or power and no obligations to the school district authorities. But they did have their own experiences of trials and tribulations to share and held a non-judgmental posture toward the teachers advised. In this way teachers seemed to see them as interested and concerned colleagues, who were there to support them. The Advisors' field notes give the impression that alleviation of loneliness and

isolation was a major effect of the advisory approach we used.

g) From time to time Advisors demonstrated or modelled techniques and methods. On one occasion an Advisor noted that a teacher's response to this demonstrating procedure was "I could never be that good" indicating a sense of discouragement or fear of failure. In the case of other teachers Advisors noted that teachers commented on how much they had "picked up" by watching the Advisor interact with their pupils in the classroom. These mixed effects of demonstrating or modeling suggest that great caution is necessary in using demonstration as a method of inservice training.

h) Advisors reported that when helping teachers think through alternative solutions to instructional problems, teachers frequently seemed to gain insight into new approaches, but were afraid to act upon those insights. Occasionally Advisors had the impression that teachers asked for help in changing their classroom practices more because they felt peer pressure to do so, than because they identified their own practices as ineffective.

2. Problems related to administrators and district policy

a) In some cases schools and the districts they were part of were locked into highly specified curriculum requirements which blocked teachers' readiness to try different methods and/or techniques. One school was caught in district-wide adoption of four major curriculum innovations being implemented simultaneously. In addition to the narrowing of teacher options this caused, the amount of time teachers were required to participate in special meetings related to these curricula seemed to lead to teacher exhaustion and

feelings of great pressure. It is unlikely that our approach to the Advisory system could be useful in such a district.

b) In one school the Advisor thought that the administrator in charge felt threatened by her presence and her warm rapport with teachers. The history of administrator-staff relationships in that school was a chequered one and the district had experienced considerable tension over teacher unionism. It was a difficult school for the Advisor to work in, but the teachers themselves were very eager to maintain the Advisory services.

Problems with the Procedures of Advising

1. The most persistent difficulty encountered by Advisors was the lack of sufficient time and assorted problems related to time.

a) Advisors spent large blocks of time en route, (no less than 50 miles one way) and in inclement weather as well.

b) Teachers' own time was greatly constrained by their daily work and assorted meetings. They often ended their working day too exhausted to worry about alternative methods, philosophies or even individual children. Apparently many teachers settle into patterns of ad hoc "coping with the day." Knowledge about the variety of ways in which teachers construct "maps" or "images" of their daily work would be very helpful.

c) Advisors felt that their services should not have been offered at the beginning of the school year. They noted that most teachers needed a settling-in period with their new pupils before they were ready to identify problems that Advisors could help them with.

2. Advisors noted that in their talks with teachers and from their own observations the scheduling of visits as one day per week was not optimum. Experimentation with visits of two successive days every other week seemed to be much more rewarding for both Advisors and teachers. Factors involved in rescheduling are:

a) When the need for particular materials was identified Advisors could bring it to the teacher the following day, rather than the following week.

b) Some teachers seemed to need more than just a week between visits to think through things that had been discussed and to make plans for implementing new ideas.

c) Sometimes the weekly visit seemed to be a pressured situation. Teachers sometimes felt apologetic if they had not had a chance to try out things planned during the previous visit or to think through particular problems previously discussed. The resulting defensiveness of teachers seemed to undermine the quality of relationships the Advisors were striving to develop with teachers.

d) Advisors noted that the pressure of time made it difficult for them to learn as much as they needed to about local resources. It may be that Advisors could spend some of the early weeks of the school year finding out about local resources.

e) Advisors noted often the great frustration of having so much of their time taken up by driving. Nevertheless Advisors also suggested that it is important for Advisors to be persons from "out of town." They felt that their suggestions are seen as novel, and a little different from the conventions of the school district.

The "out-of-town" attribute of Advisors also helps teachers to see them as outside of the official hierarchy of their school district, and as people who have no power to sanction their practices.

f) Advisors noted that at about 6 weeks before the end of the academic year, teachers began to "wind down" their efforts. They talked of alternative methods in terms such as "next year I'll try that." This kind of psychological suspension of efforts to change (even though to pupils six weeks can be a lifetime) was unanticipated and deserves further study.

Advisors' Problems with Themselves

One of our principal objectives in this pilot project was to find out what it is like to be an Advisor. In accordance with this objective, Advisors kept notes of the many sources of stress as well as satisfaction they experienced themselves. An outline of some of these problems is presented below.

1. Unrealistic Objectives

Both Advisors experienced some discouragement when their early expectations concerning their effectiveness were tested in the course of implementing their plans. The constraints of time--theirs and teachers'--were oppressive. Beyond that, teachers seemed to focus on relatively superficial aspects of their teaching: materials, room arrangement, temporal organization, how to keep children busy when they finished their work early. Advisors were more sensitive to problems teachers had in their underlying relationships with individual children as well as the

classroom group. They both felt that they had failed to get to the "key" issues they had expected to focus on.

2. The intention we had to help teachers in terms of their <u>own</u> goals and objectives, rather than the Advisors' was very difficult to implement. Advisors do indeed have preferences and ideologies of their own concerning teaching methods. To respect ideologies and methods which are not congenial to one's own preferences is very difficult. Advisors felt more comfortable and more positively reinforced by those teachers whose ideologies came close to their own.

Advisors reported having a hard time judging how well they were doing. A framework for evaluating or assessing progress and effectiveness had not been developed. Generally the Advisors seemed to be looking for changes in teachers' behavior. However, some of their effectiveness may have been forestalling teachers' disintegration or maintaining stability of teacher functioning.

3. Advisors reported what they saw as a persistent need to be alert and "high" on each working day. Time with each teacher was so short that "down" days had to be avoided. The Advisors felt that their own enthusiasm was potentially contagious, they noted that on the occasional days when they lacked enthusiasm teachers asked them "what's wrong?' "Aren't you feeling well?" Possibly a teacher might construe the mood as due to something in her own behavior.

4. Advisors suggested that they might have been strengthened if they had both worked in one school. In such a case they would have intersected occasionally and provided much needed support for each other.

Reactions of Teachers*

Teachers were interviewed concerning their perceptions and judgments of the value of the Advisory project. The interviews were informal and were performed with only a sub-sample of the total group of teachers served.

The teachers in this sub-sample viewed the Advisory Project as highly successful. All were extremely disappointed that the project would not be continuing for another year. They felt that this kind of inservice assistance was extremely helpful in that it occurred within their classrooms. The commitment and input of the advisors was recognized and greatly appreciated, as was the opportunity teachers had to receive constructive criticism of their own teaching efforts. Time was identified as the most salient constraint operating in this sort of endeavor. The most useful way to represent the feeling on the part of this respondent group is to provide natural samples of their own comments:

General Perceptions

> Appreciated the opportunity to work with the advisor. I received all sorts of new ideas but, most importantly, I received the kind of support I greatly needed.
>
> A terrific project that provided a great deal of help to our school.
>
> It is a pity that this sort of inservice isn't continuing. This kind of effort is the most meaningful for children as well as teachers. It is more tangible. You can talk over things you would like to do. The advisor is objective and fair and, therefore, can provide much constructive

---

*Evaluation portion of this report was provided by Mr. Robert L. Wolf.

help.

Teachers grew to be fond of advisor as a person and began to share all sorts of problems with her--even problems of a very personal nature.

The advisor was well received by the entire school staff, even by those who did not have much contact with her.

Major Strengths

This kind of inservice can best serve the needs of children because the advice is based on concrete situations in the classroom. It was not abstract like most other inservice I have experienced. The advisor can help with specific problems involving specific children.

Demonstration teaching--it is so valuable to see someone else working with your children in your class. You feel that, if someone else can do it, so can you.

Advisor brought in a wealth of materials and ideas.

The immediacy of fulfilling requests--working in the classroom, bringing in materials, and most of all acting as a sounding board.

The kids loved her.

The advisor always fulfilled her promises.

The advisor was not defensive if her ideas were not heeded. She accepted praise and criticism graciously.

Not only were the advisor's suggestions useful, but they were also consistent over time. This is much more effective than a one-day workshop or visit.

The advisor had great experience and background in classroom environments. She also had a great skill in communicating this expertise. It is important to get someone who knows more than one, but who does not flaunt it. The fact that I viewed the advisor as a master teacher and not a supervisor is really important to me.

The advisor is adaptable to anyone's room and problems and she still provides solutions. She was extremely flexible.

Most resource people are in schools to do their own thing--use teacher and school for research, doctorate, etc.--but the advisor seemed set in helping people and this was recognizable.

The relationships among teachers in our school were positively altered because of the advisor.

Major Weaknesses

Time constraint--only one day in the school means that the advisor spread herself too thin.

The process relies on the person--in this case we were extremely lucky.

Not enough time to sit and talk. Noon is not a good time--I need a break at noon and do not like to think much. In a program like this you need much more time to reflect on and discuss ideas.

The change process is slow, and therefore you need time to discuss change.

Advisor works too hard, pushed herself too much.

When advisor visited every week there wasn't enough time to absorb and implement ideas. Every other week would have been better.

It would have been good if the advisor could have been in school before the kids arrived--the distance the advisor had to travel was too great, however.

More of a time schedule as to visits would have been useful.

One year is really not enough.

It can be seen from these comments how crucial the personality, openness, and expertise of the advisor really is. It also appears that what can be most learned from these interviews concerns the desirable qualities of an advisor rather than insight about the advisory process itself. Teachers did, however, seem to recognize the importance of time in the light of teachers attempting to change their current forms of practice; and this reflects quite heavily on this sort of inservice process. It is here that the data become significant because they reflect the seriousness with which these teachers attempted to do things differently and with the help provided them by the advisors.

Summary

The evaluation of this Project seems to provide further evidence that the more traditional modes of inservice training need to be replaced with programs that provide help for teachers in their own individual classrooms. Trainers, such as the two advisors, who assume roles of working in school settings over extended periods of time need to have certain qualities that will make them more effective in carrying out their task. In addition to having expertise in the form of broad backgrounds, varied experiences, and skill in demonstrating activities with children, advisors need to be honest, open, gentle, constructive, nondefensive, resourceful, and most assuredly committed to their work. The advisors, and the Project in general, in this case seemed to be successful because the Advisors exhibited these qualities to teachers and because they convinced the teachers they worked with that they cared.

Conclusions

The Advisors' field notes of their experiences contained many insights from which to refine the Advisory approach we designed. Many points were procedural (e.g. scheduling, timing, etc.). Some points concerned the definition of the Advisory role, some concerned the process by which teachers became involved in the project.

In matters of role, hindsight suggests that the Advisory role, as we conceived it, carries two types of role conflict. One revolves around the importance of refraining from giving teachers solutions to their problems and the threat to the Advisor's credibility that this role expectation seems to produce. Another concerns the expectation that Advisors support teachers whose ideologies diverge from their own. By

definition ideologies are strong, perhaps passionate, personal commitments. The extent to which Advisors can give support and advice in those situations is not known. It may be that teachers and Advisors should have a period of interaction in which they can explore the extent to which they feel congeniality before a long term commitment is entered into.

In matters of how teachers elected themselves to participate in the project, Advisors sensed a wide variety of teacher motives. Some were responding more to perceived peer pressure for change than to intra-personal pressure for improvement. One teacher "used" the Advisor to bolster her "image" in the school as a superstar. Another first year teacher was reaching out for almost anything that would help her in her struggle for survival. Both Advisors remarked that there may be an optimum point in a teacher's career when the Advisory type of assistance is most appropriate. A brand new teacher may need authoritative direction. A veteran teacher may be flirting with change, but in fact be very bound by long-standing habits. When Advisory resources are limited, the identification of teachers' readiness to maximize the Advisory approach would be helpful.

A final comment on the Advisors' field notes seems in order. Advisors noted persistently that teachers seemed to be lonely, to feel isolated and to enjoy the professional interaction the Advisors' visits made possible. Working with the field notes suggests to the senior author that Advisors also experienced loneliness and isolation. It seems reasonable to suggest that one suffers loneliness or isolation relative to the companionship and closeness one has learned to need and expect. This suggests that teacher education--both at the preservice as well as inservice level--might include some effort to help teachers and potential advisors to set their

occupational expectations with respect to companionship at more realistic levels.

Another theme in the field notes concerned the importance of enthusiasm and the need Advisors felt to be "up" or "high" during their visits. These comments point to deeper issues in the personal constructs of the majority of school people. It is not clear why enthusiasm and learning are so confused. The enthusiasm of teachers' response to the Advisory-or any other innovation--is a doubtful indicator of success. The seriousness of their responses may be more valid indices of effectiveness. Teaching youngsters day after day, year after year is a very serious affair which should be satisfying in the long haul.

The lack of financial support for continuation of the very preliminary work already begun this year makes it unlikely that we shall know the long haul effects of the Advisory approach.

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APPENDICES

APPENDIX A

Application to the

State of Illinois

Office of the Superintendent of Public Instruction

for Funds to Support

Material Development and Evaluation Projects
Under the Provisions of Article 14A of the School
Code of Illinois

Submitted by: Area Service Center for Region IV South

Initiated by: Lilian G. Katz, Ph.D.
Director, ERIC/ECE
Assoc. Prof. Early Childhood Education
University of Illinois, Urbana-Champaign
(217) 333-1386

Transmitted by: Richard Bodine
Director of Area Service Center Region IV South

For Period: Begin September 1, 1972 - end July 1, 1973

A Pilot Study of the Advisory Approach to Inservice Training

I Purposes of Project

The purposes of this project are:

1) to implement a small scale Advisory System by which to provide inservice training to primary school teachers;
2) to explore and experiment with procedures and mechanisms for integrating the Advisory System into existing support and resource systems in the state;
3) to obtain a natural history of selected aspects of the experiences accrued in implementation

II Specifications of the Advisory System

1) Definition of Advisory System

The Advisory System is a term used to describe a strategy and set of procedures by which to provide inservice training to primary school teachers.

2) Characteristics of the Advisory System

The Advisory System is characterized by (a) providing inservice help to teachers upon request only; (b) providing help in terms of the requestor's objectives and needs, and (c) providing such assistance in situ rather than in workshops, college courses or after school seminars.

In this way the Advisory System can provide a mechanism by which we might be able to effect improvements in the quality of classroom life for both adults and children through direct contact which is supportive rather than prescriptive, individualized rather than

bureaucratized; which serves to build on existing strengths and goodwill rather than to undermine the courage and commitment of the important people in our public schools--the front-line workers who live with young children day after day in classrooms.

3) Objectives of the Advisory System

The major objectives of the Advisory System are:

a) To strengthen and support the competence of primary classroom teachers.

b) To offer assistance in such a way as to encourage teachers to discover and depend on their own personal resources as well as on local resource people and agencies and to develop their own local patterns of on site support (e.g. local teacher center).

4) Functions of the Advisor

The Advisor can be thought to have five basic functions as follows:

a) The Advisor as supporter and advisor

This function includes helping teachers to identify their own salient problems for which they need assistance, advice, guidance, suggestions and encouragement. Under this heading is included the provision of moral support to classroom personnel.

b) The Advisor as supplier of information

This function includes helping teachers to obtain information, knowledge, and ideas as needed. It includes strengthening contact between local personnel and the Instructional Materials Centers and Area Service Center which can facilitate the acquisition of relevant information about films, inexpensive equipment and materials, workshops and conferences to attend, tracking down

local expertise and other appropriate resources.

c) The Advisor as interpreter of teacher performance

A most important function of the Advisor is to help teachers to assess their own progress and to examine their own behavior and its effects on children and parents.

d) The Advisor as demonstrator

From time to time the Advisor may be asked to demonstrate skills and techniques. However, teachers will be encouraged to provide such help for each other. Teachers will also be encouraged to form their own local on-going discussion groups.

e) The Advisor as a neutralizer of conflict

Occasionally teaching staffs and their co-workers in schools experience internal dissention and conflict. An Advisor must resist efforts to become aligned on one side or another of such conflicts, but rather must respond in such a way as to redirect the energies of those involved toward the provision of high quality services to children.

III Procedures for Pilot Study

The procedures for implementing the pilot study are outlined in two phases as follows:

1) Phase I - Identification of Teachers to be Advised

a) Through the facilities of the Instructional Materials Center and the Area Service Center of Region IV an announcement of the advisory project will be made. The announcement will invite teachers to request advisory services. It is assumed that such requests--although not formal--will be accompanied by relevant school district approval.

b) After sufficient notice time, e.g. two or three weeks, all requests will be coded, summarized, and followed up for further details by the advisor.

c) A selection of no more than six sites in the region will be designated for service using the following criteria:

i) Absence of symptoms of serious organizational pathology (e.g. chronic conflict between teaching and administrative staff, or serious deviance in teacher personality).

ii) Efforts will be made to identify sites where there is high consensus between administrators and staff in forwarding the request for Advisory service.

iii) Efforts will be made to identify teachers for whom there is a high probability that they will stay in teaching in Illinois for 5 or more years.

iv) Sites will be selected which are receiving no other ongoing supportive services (e.g. University research projects, special federal projects, etc.)

v) Six sites selected will include:

- 3 rural schools
- 3 metropolitan schools
- two schools in which only one teacher of the primary grade staff is advised (N=1)
- two schools in which a few primary teachers, but not the majority (m) is advised ($1 < N < m$)
- two schools in which the majority of the primary teachers are advised (N=m)

This plan yields the following design:

Community Type	Single Primary Teacher	Less than Majority of Teachers	Majority of Teachers
Rural (R) Metropolitan (M)	Rt (N=1) Mt (N=1)	Rt ($1<N<m$) Mt ($1<N<m$)	Rt (m) Mt (m)

Fig. 1 Design of Sample of Primary Grade Teachers Advised

2) Phase II - Implementation

a) The Advisor will meet with the teachers selected and begin the implementation as suggested in Section II of this proposal. Implementation is expected to begin no later than the third week of the regular school year and to terminate no sooner than two weeks before the close of the school year of 1972-1973.

b) The Advisor proceeds by

i) getting acquainted with the teachers and the total context in which they work including characteristics of the children, community, recent history etc.

ii) helping teachers to specify the kind of assistance needed and to propose which needs can best be served by the Advisor and which can best be served by other available resources. A plan of action can then be outlined by the Advisor and individual teachers.

iii) developing an agreement with the teachers and relevant school authorities specifying when and how often site visits will occur, etc.

IV Evaluation Procedures

It is proposed that the evaluation procedures of this pilot study consist of the preparation of a natural history of the project. Efforts to prepare a filmed documentary history of the project are to be explored with the Media Service Center at Carthage, Illinois.

1) The natural history is a documentary record of all relevant events, ideas and perceptions occuring throughout the period of implementation.

2) This record should provide answers to such questions as:

- What kinds of help do teachers ask for and why?
- What factors (internal and external) impinge upon teacher performance?
- What kinds of help has been offered and accepted/rejected in the past?
- What kinds of help does the Advisor offer?
- What happened when help was given?
- What happened when help was rejected?
- What assumptions are being tested and need refinement?
- What progress in teachers is observed--by themselves? By the Advisor? By other school and community personnel?
- What impacts on children and schools are observed?
- What are the requirements for a successful Advisory network on a larger scale?
- How were other supportive services utilized?
- What recommendations issue concerning integrating advisors with existing agencies?
- What conflicts are observed by the Advisor, etc, etc.

V Role of Principal Investigator

Although no budget line is assigned to the Principal Investigator, Lilian G. Katz (ERIC/ECE, Dept. Elementary Education, University of Illinois)

it is expected that she will supervise the implementation and documentation of the project throughout the period of funding.

VI Housing

It is proposed that the Advisor be housed in the same quarters as the Instructional Materials Center of this region.

VII Budget

Budget
(September 1, 1972 to July 1, 1973)

Personnel

Principal Investigator	0
Chief Advisor (Full time)	11,660
Assistant Advisor (Half time)	5,000
Clerical help (Part time)	1,000
Evaluator	1,000
Benefits (approximate)	2,312
Sub-total	20,972
Office Supplies	500
Telephone	300
Resource Materials	200
Printing, Postage and Dissemination	400
Sub-total	1,400
Travel	2,210
Service Fee (Urbana Schools)	1,000
Total	25,582

APPENDIX B

TO: Mr. Tom Kerins, Gifted Children Section
Department of Exceptional Children
1020 S. Spring St.
Springfield, Illinois 62706

SUBJECT: Concept Paper for Experimental Projects
A Pilot Study of the Advisory Approach to Inservice Training

SUBMITTED BY: Lilian G. Katz, Ph. D.
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TRANSMITTED BY: Richard Bodine, Director
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1102 College Court, Room 116
Urbana, Illinois 61801

PERIOD: September 1, 1973--July 1, 1974

A PILOT STUDY OF THE ADVISORY APPROACH TO INSERVICE TRAINING

I. Purposes of Project

The purposes of this project are:

1. to implement a small scale Advisory System by which to provide inservice training to primary school teachers;
2. to explore and experiment with procedures and mechanisms for integrating the Advisory System into existing support and resource systems in the state;
3. to evaluate selected aspects of the experiences accrued in implementation.

II. Specifications of the Advisory System

1. Definition and Characteristics of the Advisory System

The Advisory System is a term used to describe a strategy and set of procedures by which to provide inservice training to primary school teachers.

The characteristics of the Advisory System are: (a) providing inservice help to teachers upon request only; (b) providing help in terms of the requestor's objectives and needs, and (c) providing such assistance in situ rather than in workshops, college courses or after school seminars.

In this way the Advisory System can provide a mechanism by which we might be able to effect improvements in the quality of classroom life for both adults and children through direct contact which is supportive rather than prescriptive, individualized rather than bureacratized; which serves to build on existing strengths and goodwill rather than to undermine the courage and commitment of the important people in our public schools--the teachers who live with our young children day after day in classrooms.

2. Objectives of the Advisory System. The major objectives of the Advisory System are:

(a) to strengthen and support the competence of primary classroom teachers;

(b) to offer assistance in such a way as to encourage teachers to discover and depend on their own personal resources as well as our local resource people and agencies and to develop their own local patterns of on site support. In this approach, advising is seen as a special case of adult learning. Since the desired learning outcome is self-reliance and self-respect among teachers, the advisor's role is to help teachers discover and use their own strengths, resources, ideas and thinking.

(c) changes in classroom procedures and teaching styles are directed, defined, implemented, evaluated, redefined and sustained over time.

3. Functions of the Advisor

(a) The advisor as supporter and advisor.
This function includes helping teachers to identify their own salient problems for which they need assistance, advice, guidance, suggestions and encouragement.

(b) The advisor as supplier of information.
This function includes helping teachers to obtain information, knowledge, and ideas as needed. It includes strengthening contact between local personnel and the Instructional Materials Centers and Area Service Center.

(c) The advisor as interpreter of teacher performance.
A most important function of the Advisor is to help teachers to assess their own progress and to examine their own behavior and its effects on children and parents.

(d) The advisor as demonstrator.
The Advisor may demonstrate skills and techniques. However, teachers will be encouraged to provide such help for each other. Teachers will also be encouraged to form their own local on-going support system.

(e) The advisor as a neutralizer of conflict.
Occasionally teaching staffs and their coworkers in schools experience internal dissention and conflict. An Advisor must resist efforts to become aligned on one side or another of such conflicts, but rather must respond in such a way as to redirect the energies of those involved toward the provision of high quality services to children.

(f) The advisor as a change agent.
The advisor represents a specific style of change agent. This style can be characterized as clinical, i.e. treating each case as unique. Furthermore, it is a type of teaching, i.e. should teach teachers to see themselves as resourceful and competent to identify their own problems and preferences and capable of seeking help when needed. It should not teach them that good ideas or right answers always come from outside of themselves.

4. Procedures followed by Advisor.
(a) getting acquainted with the teachers and the total context in which they work including characteristics of the children, principal, community, recent history, etc.

(b) helping teachers to specify the kind of assistance needed and to propose which needs can best be served by the Advisor and which can best be served by other available resources. A plan of action can then be outlined by the Advisor and individual teachers.

(c) developing an agreement with the teachers and relevant school authorities specifiying the procedures appropriate to that site such as when and how often site visits will occur,clearance processes necessary, etc.

III. Procedures for Pilot Study

1. Procedures for 1973-1974 study will be extension and refinement of study procedures employed in current year.

2. All procedures currently employed are subject to revision based on current experiences and insights gained from current evaluation.

IV. Evaluation Procedures

It is proposed that the evaluation procedures of this pilot study consist of a natural history of the project and a responsive evaluation modeled along the lines suggested by Robert Stake of the University of Illinois. As such it will include:

(a) The Advisors Journal.
A detailed diary of the advisor's perceptions of her functions in the field situation; records of encounters and interviews with participating teachers and other relevant school personnel, etc.

(b) Advisee's Journal
Similar record of events kept by advisees as far as possible.

(c) External Evaluation
(1) In-depth interviews with relevant individuals conducted by Robert Wolf, CIRCE--University of Illinois.

(2) SElf-Report Questionnaires from teachers and other relevant personnel.

(3) Reports of on-site visits by selected consultants to project.

V. Needed Expansion

(a) Requests for the services have far exceeded our expectations. Expansion of the advisory would seem to be welcomed by school people.

(b) Implementation of the advisory requires much greater energy than we could have anticipated. Especially draining is the travel time and energy involved in the project.

(c) It is proposed that the project size be doubled and that advisors be identified and engaged in various locations such that travel time, energy and expense be minimized.